



Desert Winds Elementary School
Deer Valley Unified District
19825 N. 15th Avenue, Phoenix, AZ 85027-4399

ARIZONA
School Report Card
2001-02

Principal: Mrs. Karla Trestrail
Schedule: 7:30 AM to 4:30 PM
Web Address: www.dvUSD.k12.az.us/desertwinds
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2001 Enrollment: 703
Phone: (623) 445-3900
Fax: (623) 445-3980

▼ School Overview ▼

Mission

Desert Winds is committed to helping all children develop positive attitudes and perceptions about learning. Within meaningful contexts, we will help children learn to use basic academic skills and problem solving, decision-making and social skills. Each student will become a self-confident, respectful, responsible and thoughtful citizen. We will instill high standards, nurture and develop a lifelong desire for learning and develop skills for a changing world.

Organization and Philosophy

- w Standards-based Instruction
- w Child-centered
- w Team Teaching
- w Back-to-Basics

School/Academic Goals

- w Provide quality communications involving teachers, administration, students and parents.
- w Improve student achievement in all areas.

Instructional Programs

- w Child-centered Education
- w On-site Special Education
- w Special Education Preschool
- w Gifted/SAGE
- w Homework Club
- w Half-day Kindergarten Enrichment
- w At-risk Preschool/Head Start
- w Full-day Pre-School Day Care

- w Provide a safe and orderly environment for students, staff and community.
- w Continue to emphasize the basic skills.

Enrollment

October 1, 2000 School Year Student Enrollment:	755
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	50

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 3 Non-certified Employee(s)
 5 Teacher(s)
 5 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Student Achievement
 w Curriculum Issues
 w School Safety Issues
 w Student Discipline
 w Extracurricular Activities
 w Parent/Community Involvement

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	50.00
Other Professional Staff	3.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	4	5	0	0
10 or more years	21	8	0	0

▽ Shared Responsibilities ▽

School

Desert Winds School will provide a safe and orderly environment for students in its quest for achieving the highest academic standards. All necessary equipment and supplies for achieving these standards are supplied by the school. We will keep our lines of communication to parents open. With parents and the school working together toward a common goal--THE STUDENTS--we will continue to maintain the highest educational standards.

Parents

It is the responsibility of the parents to provide transportation to school for all students living outside the established boundaries. Parents should work together with the schools in order to provide the maximum amount of learning for their children with the school's available resources.

▽ Transportation Policy ▽

Kindergarten students are bused if they live outside a half-mile radius of school; grades one through six, outside a one-mile radius. Special considerations are given for unusual situations, example: street construction.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/21/01
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/26/01	1/11/02	3/22/02	5/23/02
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Additional Calendar/Report Card Information

Each teacher sends quarterly reports of student progress. To keep parents informed and involved in their children's education, parent-teacher conferences are scheduled on a regular basis.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Recording Studio
W Indoor Athletic Facility	W Stage with Ample Seating

Extracurricular Activities

W Desert Winds Steel Orchestra	W Student Council
W Student Assistance Program	W Accelerated Reader Program
W Homework Club	W Intramural Sports

School/Community Resources

W Day Care/Preschool Community School	W Community Steel Drums
W Breakfast Program	W Lunch Program
W Crisis/Counseling Services	W Recreational/Afterschool Sports
W Health Services	W Kindergarten Enrichment

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|--|
| w Sixth grade student won sixth grade district poetry contest. | w Teacher received a \$500. Technology grant. |
| | |
| w Third grade student won first place in the GCC Read-A-Thon contest by reading the most books. | w Third grade class came in second place in GCC Read-A-Thon contest. |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.4 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	9.1 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.7 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	3.7 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	99.4 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.7 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Honorable Mention - State Fair Art Drawing Category	2000
1st Place Trophy - Band	2001
1st Place - State Fair Flora Culture	2000
4th Place - Art Drawing	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	81	524	6%	7%	61%	24%
	State	60969	521	11%	18%	44%	27%
Writing	School	77	541	5%	5%	76%	12%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	80	517	3%	27%	52%	16%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	81	505	8%	32%	49%	9%
	State	63518	503	22%	24%	41%	14%
Writing	School	77	524	3%	22%	57%	16%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	81	493	9%	45%	14%	29%
	State	63873	487	17%	43%	12%	29%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	80	67	60
2	Reading	--	--	--	--	--	--	100	47	50	100	49	52	76	66	53
	Language	--	--	--	--	--	--	100	46	40	100	40	43	81	52	44
	Mathematics	--	--	--	--	--	--	100	68	51	98	61	55	83	72	57
3	Reading	92	49	44	96	56	47	100	55	47	98	49	48	82	51	50
	Language	94	51	45	97	61	49	100	60	51	100	47	54	83	57	56
	Mathematics	95	41	41	95	70	46	100	63	49	98	47	52	84	52	54
4	Reading	97	47	52	91	58	53	100	54	54	90	52	54	84	48	55
	Language	99	45	45	90	58	47	100	53	49	95	50	48	85	47	50
	Mathematics	98	48	48	93	62	51	100	60	54	89	62	55	89	53	57
5	Reading	99	51	50	95	50	51	100	61	51	89	60	51	77	58	51
	Language	96	49	40	99	50	42	100	51	44	90	46	45	76	54	45
	Mathematics	99	50	47	98	61	51	100	64	54	91	65	55	82	71	57
6	Reading	100	53	52	88	57	53	100	55	54	81	57	53	81	60	54
	Language	100	33	40	90	49	41	100	51	44	78	54	44	78	57	45
	Mathematics	100	50	54	88	67	57	100	63	59	83	65	60	86	66	63

√ Measure of Academic Progress √

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	63	49
Grades 3-4	69	77
Grades 4-5	73	85
Grades 5-6	77	74
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

√ School Safety √

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Desert Winds has a comprehensive Crisis/Safety Plan for fire, lock-down and evacuation situations. Plans are posted in the classrooms. The drills are practiced on a quarterly basis. All perimeter fences and gates are locked during the school day. All staff wear identification badges. All visitors, volunteers, community members are mandated to sign-in at the school office and wear a badge for identification.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,475	\$1,647,891
Classroom Supplies	\$6	\$3,898
Administration	\$304	\$202,401
Support Services-Students	\$321	\$214,080
Other Support Services and Operations	\$1,170	\$779,253
Total Expenditures- All Categories 1999-2000	\$4,276	\$2,847,523

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$1,133,425.86 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

The trigger funds were used to attract and retain quality classroom teachers.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Karla Trestrail	(623) 445-3900	
Transportation Policy	Bill Kohn	(602) 467-5072	
Community Resources	Eva Dobbins	(623) 445-3957	
School Nutrition Programs	Geoff Habgood	(623) 445-4982	
Parent Organization	Stan Belden	(623) 445-3900	
Student Health/Nurse	Margie David	(623) 445-3910	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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